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ABSTRACT

This guide is one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This guide is intended for the resource leader, for use in directing a task force to collect information on and account for the use of resources in the school and community, resulting in data which is to be used for the development and operation of the career guidance program. The major portion of this guide consists of thirty-nine forms designed to collect the following types of information: (1) current career guidance activities in the high school, its feeder schools, and the state and district, (2) available school and community resources that could be used in career development activities, and (3) a description of the school and community that includes population statistics, occupations in the community, and courses offered in the school. (TA)

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Research & Development Series No. 119-D*

ASSESSING RESOURCES

A PROCEDURAL GUIDE

FOR THE RESOURCE LEADER

CAREER PLANNING SUPPORT SYSTEM

by

Carolyn M. Burkhardt
Richard P. Coatney
and
Cheryl Meredith Lowry

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The Center team responsible for the *Career Planning Support System* developed from the national field test, 1974-76, consisted of:

Dr. Robert E. Campbell, Program Director, 1974-76

Dr. Warren N. Suzuki
Associate Program Director, 1974

Dr. Richard P. Coatney, Specialist
and Coordinator of Revision, 1974-76

Mr. Harry N. Drier
Associate Program Director, 1974-75

Mr. Paul Shaltry, National Field
Test Coordinator, 1974-76

Dr. Marshall Amesquita, Developer, 1974-76
Ms. Stephanie Butler, Project Secretary, 1974-76
Ms. Carolyn M. Burkhardt, Writer/Developer, 1976
Ms. Noreen Hayes, Developer, 1974
Mr. John Howard, Developer, 1974-75
Dr. H. Lawrence Hotchkiss, Evaluation Specialist, 1975-76
Dr. Ralph J. Kester, Developer, 1976
Ms. Karen Kimmel, Writer/Developer, 1974-75
Ms. Cheryl M. Lowry, Writer/Editor, 1974-76
Ms. Nancy Robinson, Project Secretary, 1976
Dr. John Russel, Developer, 1974-75
Dr. Anna Tso, Developer/Writer, 1974-76

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INTRODUCTION

Because most high school guidance programs tend to offer more services than their resources can adequately support, one of the first tasks prescribed in CPSS is an assessment of resources available for use in your new program. The information about resources will enable the Steering Committee to select goals for your new program based not only on what students need, but also on whether there are resources available for goals to meet those needs. Without such an assessment, an otherwise sound program could be ineffective because resources are not used efficiently.

The CPSS resource assessment will help your school identify appropriate materials, space, equipment, people, and funds in both the school and community. Happily, such careful attention to resources may help you "discover" more career guidance tools than you knew you had.

In addition to resource assessment, CPSS requires other activities associated with resources. Although they are not properly considered assessment, procedures for these tasks are included in this procedural guide since you, as resource leader, will be responsible for performing them.

A seven-member Resource Assessment Task Force, headed by you, will assess resources available in the school and community for your career guidance program. As resource leader, you are responsible for making sure that the work gets done and for acting as a liaison between your task force and the Steering Committee during assessment. Two other faculty/staff members and four students comprise the rest of the task force. You may want to assign a pair of students to work closely with each faculty/staff member.

The task force's job is to compile: (1) a list of current career guidance activities in the high school, its feeder schools, and the state and district; (2) a list of available school and community resources that could be used in career development activities; and (3) a description of the school and community that includes population statistics, occupations in the community, and courses offered in the school. All three kinds of information will be helpful to the Steering Committee as it makes decisions about the scope and direction of your new career guidance program. The list of current guidance activities should be useful when integrating successful current activities about your new program. The list of resources will provide a single-source reference concerning all the resources available to support career development activities. This information about resources will include such things as who should be contacted about their use and any constraints that may be placed on their use. The descriptive data about the school and community will be used primarily as background information.

The task force will be filling out CPSS Program Information File items 1-33 during assessment. For your reference, copies of these items are in the Appendix of this procedural guide. The CPSS coordinator will give you duplicated copies of these items that you and your task force will be working with. The procedures in this guide will tell you how to direct the task force in filling out these items. The list below summarizes the items, their subject, and suggested sources of information:

Item		
1	Current career guidance activities	Administrators, teachers, counselors, and/or staff in your school
2		Feeder school administrators, teachers, and/or staff
3		State board of education, and local school district administrators
4	School resources	Administrators, counselors, teachers, and/or staff in your school
5		
6		
7		
8		

9–19	Community resources	Periodic and special reports prepared by state and local governmental agencies (state board of education, local school district) and non-governmental agencies (universities, banks, labor organizations, business and industry, publishing companies, social, cultural, service organizations)
20–29	School and community description	Administrators, counselors, teachers, and/or staff in your school Reports prepared by the Bureau of Labor Statistics, U.S. Labor Department, Bureau of the Census, Center for Educational Statistics, U.S. Department of Health, Education and Welfare, your local bureau of employment services

Information on both the school and community should be factual unless only estimates are available. In those cases, estimates should be noted as such. If the information located is based on categories that are different from the ones used in the items, you may advise task force members to use the available categories for those specific items. If information for certain items is already available in another form, you may suggest that task force members simply attach to the item or reference copies of that information and note where it is available.

Information sources listed above are merely examples. You may advise task force members to use any other sources that are available. The CPSS Advisory Committee members may be the best source of information about the community. Advisory Committee members may already have the information you need, may be able to acquire it, and/or may be able to verify or suggest a source for verification for information the task force has already collected. However, task force members seeking information on the community should contact Advisory Committee members only after exhausting other sources. The Advisory Committee may advise or help, but the work of assessing resources belongs to you and the rest of the task force.

If another schools in your district are using CPSS, you, the CPSS coordinator, and the principal will meet before the task force begins its work in order to decide whether to assess community resources in conjunction with the other schools. This is possible because the information to be collected about the community will be the same for all schools and will mean that no one school will have to collect all the information. If you do work with other schools, the coordinator will act as liaison between your school and the other schools involved. You and he/she will have to work closely so that the efforts of all schools contribute to a good resource assessment.

Once items 1-33 are completed, the task force will disband. Your responsibilities as resource leader, however, will continue. Because of your experience at assessing resources and your access to information, you will be considered the school's expert on resources. You will be called upon to assist career development unit instructors in assigning resources to each unit. As the school's most knowledgeable person concerning resources, you should be able to make valuable contributions to the CDU's and to make the CDU instructor's job easier.

Resource accounting activities—keeping track of the use of resources—begins once your new career guidance program is operating. You alone are responsible for these tasks, which require filling out CPSS Program Information items 34-39. Reference copies of these items

are in the Appendix of this procedural guide and instructions for filling them out are in the procedural section. The information that should be recorded on the items should be available immediately after each CDU plan is approved. You should complete the items at that time. Upon modification or termination of a CDU, you should make necessary changes on the items. Your responsibility for resource accounting is ongoing throughout the life of your new career guidance program.

Another of your responsibilities is the continuous updating of resource assessment information (items 2-33) initially collected by the task force. (Item 1 need not be updated.)

Your procedures for fulfilling your responsibilities as resource leader begin on the next page.

RESOURCE ASSESSMENT PROCEDURES

Step 1 Study this procedural guide. (A reference copy of the CPSS Program Information File items dealing with resources is in the Appendix of this guide.) Address all questions to the CPSS coordinator.

Step 2 At the request of the coordinator, meet with him/her and the principal to consider whether your school will be filling out items 5 and 9-23 in conjunction with other schools also using CPSS. If so, decide how to proceed. You may want to have the task force skip those items for now and work on other items until you and the other schools decide which items will be completed by which schools.

Step 3 Decide whether to permit task force members to contact Advisory Committee members for assistance with items 5 and 9-23 (or those of them that your school will be responsible for). Are these specific Advisory Committee members who are likely to have information needed for particular items? You may want to contact the CPSS coordinator for assistance.

Step 4 Estimate how many copies of each item the task force will need for resource assessment (deciding, for instance, whether you want all members to have a working copy of every item). Make sure to include in your estimate one extra copy of each item (called the final copy in this procedural guide) to be the copy forwarded to the coordinator for filing in the CPSS Program Information File. Ask the coordinator to duplicate those copies for you plus one copy each of resource accounting items 34-39. You won't need the accounting items until after the task force disbands.

Step 5 Hold the first meeting of the Resource Assessment Task Force.

A. View AV-1 and/or AV-2 with all members of the task force. Viewing AV-1 should be necessary only if members need or want an overview of CPSS at this time.

B. Explain resource assessment, answering all questions and making sure that the task force members understand their responsibilities.

C. Distribute working copies of all resource assessment items your school will be responsible for and review them with the task force.

D. Divide the work related to the items among the members, helping them decide among themselves who will complete which of the items you distributed.

E. Ask each member to prepare a rough draft response to his/her items before the next meeting. Each member also should identify the sources of information for the response.

1. Mention the sources of information indicated in the Introduction of this procedural guide. Indicate that the listed information sources are simply a suggested starting point and that task force members are free to locate other sources.

2. If information is readily available for certain items (perhaps items concerning the school description), suggest that task force members merely attach copies of that information or reference on the items the place where the information is stored.

3. Indicate that information about both the school and community should be factual unless only estimates are available. Estimates should be noted as such.

4. Tell the members that, for those items asking for information that is categorized, they may use categories different from those in the item if information readily available is organized around different categories.

5. Indicate that more than one source of information may be appropriate for a single statement, especially if the task force member has reason to believe that the sources may contradict one another.

6. Ask members to leave blank those items for which they cannot find factual information or reasonable estimates.

7. Tell the members which Advisory Committee members could be helpful with specific items, depending on what you, the coordinator, and the principal decided in Step 3. The Advisory Committee should be contacted only after other sources have been exhausted. Caution the task force that Advisory Committee members are likely to be very busy people and that they should carefully formulate the questions they plan to ask before they contact the Advisory Committee members.

F. Decide on a date, time, and place for the next meeting of the task force, allowing ample time for the completion of items.

Step 6 During the second and as many other meetings that you need, lead the task force in a review of all information prepared to complete the items.

A. Consider the probable appropriateness of the information (for example, look at the date of publication if the source of the information is a report, etc.).

B. If there is more than one source of information for a single item and the information is contradictory, decide which set of information appears to be most appropriate or resolve the contradiction.

C. If an item was left blank because factual information is not available, make an estimate to supply the information and write an "E" in front of it. If you cannot make an estimate, leave the item blank.

D. Add and complete additional items if you think information about resources not covered by the CPSS items would be useful in planning and implementing career development activities.

Step 7 Ask one or more task force members to prepare a draft of all the completed items. Give a copy of this draft to the CPSS coordinator for review by the Steering Committee, and keep a copy yourself.

Step 8 Receive the reviewed items from the CPSS coordinator. Make any corrections or additions deemed appropriate by the Steering Committee.

Step 9 Ask some task force members to neatly write or type the final version of all items. Once this is finished, the task force should disband.

Step 10 Make a copy of the items for your files and forward the final version to the coordinator.

Step 11 Once CDU development begins, assist the CDU instructors at their request. Your task will be to identify resources required to support the recommended activities and to advise each CDU instructor on the availability of resources and, if necessary, to assist in finding ways to acquire the necessary resources. If the same resource is being considered by more than one CDU instructor for use at the same time, you should inform the CPSS coordinator and the CDU instructors involved of the possible conflict.

> **NOTE:** Both you and the methods specialist deal with career development materials. The methods specialist identifies materials that are appropriate for a CDU, whereas you deal with the availability of those materials (in addition to appropriate people, space, equipment, and funds).

Step 12 During the Steering Committee's review of each CDU before implementation, advise the committee of the appropriateness of the resources identified for it.

Step 13 After each CDU is approved, record the appropriate information about the resources assigned to each CDU on items 34-39 (resource accounting items).

Step 14 Later, make appropriate changes in these items when a CDU is modified or terminated so so that the items filed in the CPSS Program Information File continually reflect which resources are currently being used and which are available for assignment to other CDUs.

Step 15 Make sure that you update continuously resource assessment items 2-33 initially completed by your task force.

APPENDIX

Items (Information Tables) on Which the Resource Assessment Task Force and Resource Assessment Leader Will Document Information

RESOURCE ASSESSMENT

Current Career Development Activities

1. Descriptive and Evaluative Data on the Existing Career Guidance Program
2. Current Career-Related Programs in Feeder Schools
3. State and District Career Guidance/Development Goals

School Resources

4. Faculty/Staff
5. Career Development Materials
6. Equipment
7. Space
8. Funds

Community Resources

9. Universities and Colleges
10. Occupational Preparation Schools
11. Occupational Preparation Programs
12. Post-secondary Assistance
13. Occupational Selection Assistance
14. Job Placement Assistance
15. Part-time Employment Assistance
16. Special Programs
17. Help for Emotional and Physical Problems
18. District Guidance/Career Education Administrative Services
19. People

Community and School Description

20. Population
21. Population Changes
22. Occupations
23. Unemployment
24. School Boundaries
25. Distance to Boundary
26. Size of Attendance Area
27. Bus Transportation
28. Student Enrollment
29. Dropouts
30. Course Offerings
31. Class Scheduling System
32. In-service Education
33. Determination of Course Content

RESOURCE ACCOUNTING

34. People
35. Equipment
36. Materials
37. Space
38. Funds
39. External Services

RESOURCE ASSESSMENT

Current Career Development Activities

1. Descriptive and Evaluative Data on the Existing Career Guidance Program.* Insert after this page descriptions of career development activities being conducted by your school prior to the start of CPSS. Also provide any available evidence that indicates that the activities are effective. If possible, limit the description and evaluative data for each prior career development activity to one page. A suggested format for documenting an existing activity is given below:

   A. Name of Activity: Use only if the activity has an official and/or popular designation that most people in the school will recognize.

   B. Goal(s): List the stated goal(s) for the activity, if available.

   C. Objective(s): List the stated objective(s) for the activity, if available.

   D. Activity Leader(s): List the individual(s) within and, if appropriate, outside the school who has prime responsibility for the activity.

   E. Infusion Point: Identify where the activity is being conducted.

   F. Schedule: Provide the date(s) or time period(s) during which the activity is conducted.

   G. Activity: Briefly describe the activity. If possible, include a description of at least the following: (1) methods, including materials used in the order of their use and (2) the amount of time needed by students to complete the method.

   H. Resources:

      a. People — List the names of all individuals who are responsible for instruction, coordination, counseling, etc., in the activity. For each individual, provide the amount of time utilized for the activity.

      b. Materials — List all materials used, such as pamphlets, films, books, forms, etc., and the amount of time each is used.

      c. Equipment — List all equipment, such as projectors, tape recorders, etc., used and the amount of time each is used.

      d. Space — List only unusual space requirements.

      e. Funds — List the money that is being spent for the activity.

   I. Evaluative Data: Briefly describe evidence that indicates that the activity is effective. If available, cite the degree to which students achieve objectives and their reactions to participating in the activity.

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*Information for this item is collected only once.

2. Current Career-Related Programs in Feeder Schools. Identify and briefly describe career-related programs currently being conducted at the schools (elementary, middle, and junior high) whose majority of students eventually attend your high school. Use additional pages if necessary.

School	Grade Level(s)	Kind of Career-Related Program(s)

Information accurate as of _____.
(date)

3. State and District Career Guidance/Development Goals. Attach or write below the career guidance or development goals prescribed or suggested by your state educational agency or local district.

School Resources

4. Faculty/Staff.

a. How many faculty/staff members (administrators, counselors, teachers, teacher's aides, secretaries, etc.) does your school have? List the faculty/staff members by unit or department (administration, counseling and guidance department, verbal communication department, social studies department, etc.) and by type of people (administrator, teac etc.). The list already printed below is just to get you started. Please add appropriate po sitions.

Organizational Unit/Type of Personnel	Number
Administration	
Administrators	
Secretaries	
Guidance and Counseling	
Counselors	

Total Number of Administraotrs =
Total Number of Department Chairpersons =
Total Number of Teachers =
Total Number of =
Total Number of =

Information accurate as of _____.
(date)

Organizational Unit/Type of Personnel	Number

b. List the support personnel assigned to your school (such as psychologists, social workers, speech therapists, etc.) and the extent of the services they provide to your school.

Type	% Time in School	Duties

Information accurate as of _____.
(Date)

5. Career Development Materials.

a. List below the types of career-related materials in your school and their number, age, location, and the person to contact to use them. There is no need to duplicate information here. If the information is already catalogued somewhere, just reference its location.

Type of Materials in the School	Number of Items	Publication Date		Location	Contact Person
		Oldest	Newest		
Books					
Pamphlets					
Career Kits (SRA, etc.)					
_____					
_____					
_____					
Films or Videotapes					
Filmstrips					
Job Kits					
Records or Tapes					
Periodicals					
Other (Specify)					
_____					
_____					
_____					
_____					

Information accurate as of _____.
(date)

b. Identify any agencies or units (such as media centers, film libraries, instructional services centers, etc.) in your school district, state department of education, local library, labor organization, etc., that store and distribute career development materials. Also, specify the way(s) specific materials can be identified (for instance, by using manuals, or catalogues) and the procedures for acquiring the materials for your school's use. There is no need to duplicate information here. If the information is already catalogued somewhere, just reference its location.

Agency/Location	Method for Identifying Material	Procedures for Acquiring Use of Material

Information accurate as of _____.
(date)

6. Equipment. Identify the types and specify the number and location of equipment in your school that could be used in a career guidance program. Identify the individual responsible for scheduling the use of the equipment.

Type of Equipment	Number	Location	Contact Person
Overhead Projector			
Slide Projector			
Movie Projector			
Tape Recorder			
Other (Specify)			
_____			
_____			
_____			
_____			

Information accurate as of _____.
(date)

7. Space. Identify the rooms that may be used for career development activities. Give the capacity of each and mention whether the room can be darkened for film-viewing. Identify the person responsible for scheduling the space.

Identification of Space	Capacity	May Be Darkened	Period(s) Available	Contact Person

Information accurate as of_____.
(date)

8. Funds. List the type of funds that may be used for the implementation of career development units. List the amounts available and any restrictions on their use. Identify the individual responsible for spending these funds.

Types of Funds	Amount Available	Restrictions	Contact Person

Information accurate as of _____.
(date)

Community Resources

9. Universities and Colleges. List the universities and two- and four-year colleges in your metropolitan area or county. Identify their general programs, the persons to contact for information and/or assistance, and their phone numbers.

University or College and Location	General Programs	Contact Person	Phone

(Source:)

Information accurate as of_____.
(date)

10. Occupational Preparation Schools. List the private and public vocational and technical institutions and other occupational preparation schools in your metropolitan area or county. Identify their general programs, the name of persons to contact for information and/or assistance, their phone numbers, and a summary of entry requirements. Attach additional sheets if necessary.

School/Location	General Programs	Contact Person	Phone	Summary of Entry Requirements

(Source:)

Information accurate as of _____.
(date)

11. Occupational Preparation Programs. List the organizations that offer apprenticeship programs, formal industrial training programs, and other formal occupational preparation programs not listed in the previous item but available in your metropolitan area or county. Also list the programs they offer, the persons to contact for information and assistance, their phone numbers, and a summary of entrance requirements. Attach additional sheets if necessary.

Organization and Location	Programs	Contact Person	Phone	Summary of Entrance Requirements

(Source:)

Information accurate as of _____ .
(date)

12. Post-secondary Assistance. List the organizations (not previously listed) in your metropolitan area or county that now provide or could provide students and former students assistance with obtaining information on identifying, selecting, and entering colleges, universities, vocational and technical schools, and other occupational preparation programs. Also list the services they offer, the persons to contact for assistance and information, their phone numbers, and any constraints relevant to the programs, such as limitation on the number of clients, etc. Attach additional sheets if necessary.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____.
(date)

13. Occupational Selection Assistance. List the organizations in your metropolitan area or county that now provide or could provide students and former students of this school assistance with selecting an occupation (such as occupational awareness, testing, work experience, etc.). Also list the services they offer, the persons to contact for information and assistance, their phone numbers, and any constraints relevant to the programs, such as limitations on the number of clients, etc. Attach additional sheets if necessary.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____ (date).

14. Job Placement Assistance. List the organizations in your metropolitan area or county that now provide or could provide job placement to students and former students of this school. For each organization, list the services offered, the persons to contact for information and assistance, their phone numbers, and any constraints relevant to the programs, such as limitations on the number of clients, etc. Attach additional sheets if necessary.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____ .
(date)

15. Part-time Employment Assistance. List the organizations in your metropolitan area or county that now provide or could provide students and former students of this school assistance with acquiring part-time employment. Also list what services are offered, the persons to contact for information or assistance, their phone numbers, and possible constraints relevant to the services, such as limitations on the number of clients.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____.
(date)

16. Special Programs. List the organizations in your attendance area, metropolitan area, or county that now provide or could provide students and former students of this school assistance with selecting and placement in special programs, such as remedial reading, and speech development. Also list the services offered, the persons to contact for information and assistance, their phone numbers, and any constraints relevant to the programs, such as limitations on the number of clients, etc. Attach additional sheets if necessary.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____ .
(date)

17. Help for Emotional and Physical Problems. List the organizations in the metropolitan area or county that now provide or could provide students and former students assistance with emotional and physical problems. Also list the services offered, the persons to contact for information and assistance, their phone numbers, and any constraints relevant to the programs, such as limitations on the number of clients, etc.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____.
(date)

18. District Guidance/Career Education Administrative Services.

a. Using the most current information you can find, show the school district organizational chart, including lines of authority overseeing guidance/career education activities. If it is not clearly shown on the organizational chart, provide a list of names and positions of primary decision-makers.

Information accurate as of _____.
(date)

b. Using the most current information you can find, provide a list of names and positions of other district staff/persons who have responsibility or interest in the areas of guidance and/or career education.

Name	Position

Information accurate as of _____.
(date)

19. People. List below the names of persons in your metropolitan area or county that now provide or could provide students and former students with specific career information. Also list their career expertise, their phone numbers, and any constraints upon utilizing them as resources.

Name	Area of Expertise	Phone	Constraints

Information accurate as of _____.
(date)

Community and School Description

20. Population. Using the most current information you can find, fill in the blanks below, crossing out inappropriate designations and stating the source of your information.

a. The number of people who live(d) in your metropolitan area (Standard Metropolitan Statistical Area as defined by the U.S. Bureau of the Census) or county in 19___ is/was _____.

(Source:)

b. The number of people who live(d) in your school attendance area (the geographic area in which the students of this school live) in 19___ is/was _____ .

(Source:)

21. Population Changes. Using the most current information you can find, fill in the blanks below, crossing out the inappropriate designations and stating by what percentage the population increased or decreased between the last census and the one that preceded it. Also state the source of your information.

a. The population of your metropolitan area (Standard Metropolitan Statistical Area as defined by the U.S. Bureau of the Census)/county:

Increased by _____ percent between 19__ and 19__ .

Decreased by _____percent between 19__ and 19__ .

(Source:)

b. The population of your school's attendance area (the geographic area in which most of the students live):

Increased by _____ percent between 19__ and 19__ .

Decreased by _____ percenr between 19__ and 19__ .

(Source:)

22. Occupations. Using the most current information you can find, fill in the blanks below or on the next page. The classifications below are those used by the U.S. Department of Commerce, Bureau of the Census. On the next page (items 22c and 22d) are the classifications as listed from the U.S. Department of Labor's *Dictionary of Occupational Titles*. Use the list which best corresponds to those classifications used in your location. If neither set seems appropriate or convenient, you have the option of crossing them out and writing in comparable classifications.

a. During 19___, residents of the metropolitan area or county were employed in different occupational areas as follows:

Occupational Area	Percent of Distribution in Metropolitan Area/County		
	Men	Women	Total
1. Professional	_____	_____	_____
2. Managerial	_____	_____	_____
3. Sales	_____	_____	_____
4. Clerical	_____	_____	_____
5. Craft workers	_____	_____	_____
6. Operatives	_____	_____	_____
7. Nonfarm laborers	_____	_____	_____
8. Farmers and farm managers	_____	_____	_____
9. Farm laborers	_____	_____	_____
10. Service workers except private household	_____	_____	_____
11. Private household	_____	_____	_____

(Source:)

b. During 19___, workers in the United States were employed in different occupational areas as follows:

Occupational Area	Percent of Distribution in U.S.		
	Men	Women	Total
1. Professional	_____	_____	_____
2. Managerial	_____	_____	_____
3. Sales	_____	_____	_____
4. Clerical	_____	_____	_____
5. Craft workers	_____	_____	_____
6. Operatives	_____	_____	_____
7. Nonfarm laborers	_____	_____	_____
8. Farmers and farm managers	_____	_____	_____
9. Farm laborers	_____	_____	_____
10. Service workers except private household	_____	_____	_____
11. Private household	_____	_____	_____

(Source:)

DO NOT COMPLETE THIS PAGE IF YOU COMPLETED ITEMS 4a and 4b ON THE LAST PAGE.

c. During 19___, residents of the metropolitan area or county were employed in different occupational areas as follows:

Occupational Area	Percent of Distribution in Metropolitan Area/County		
	Men	Women	Total
1. Professional, Technical, Managerial	_____	_____	_____
2. Clerical and Sales	_____	_____	_____
3. Service	_____	_____	_____
4. Farming, Fishery, Forestry, and Related Occupations	_____	_____	_____
5. Processing	_____	_____	_____
6. Machine Trades	_____	_____	_____
7. Benchwork	_____	_____	_____
8. Structural Work	_____	_____	_____
9. Miscellaneous	_____	_____	_____

(Source:)

d. During 19___, workers in the United States were employed in different occupational areas as follows:

Occupational Area	Percent of Distribution in U.S.		
	Men	Women	Total
1. Professional, Technical, and Managerial	_____	_____	_____
2. Clerical and Sales	_____	_____	_____
3. Service	_____	_____	_____
4. Farming, Fishery, Forestry, and Related Occupations	_____	_____	_____
5. Processing	_____	_____	_____
6. Machine Trades	_____	_____	_____
7. Benchwork	_____	_____	_____
8. Structural Work	_____	_____	_____
9. Miscellaneous	_____	_____	_____

(Source:)

23. Unemployment. The average unemployment rate in the metropolitan area/county during the last year, 19___, was as follows:

(You may expand or revise the racial/ethnic categories in the tables to reflect the racial/ethnic composition in your area.)

RACIAL/ETHNIC GROUP	SEX				TOTAL	
	Female		Male			
	No.	%	No.	%	No.	%
Black						
White						
Other						
TOTAL						

Information accurate as of _____.
(date)

24. School Boundaries. The boundaries for the attendance area of this school are: (attach map if available)

25. Distance to Boundary. The distance from this school to the farthest point on the boundary is _____ miles.

26. Size of Attendance Area. The size of the attendance area is _____ square miles.

27. Bus Transportation. The number and percentage of students who travel to this school by school bus are:

_____

_____ % of the student body

Information accurate as of _____.
(date)

28. Student Enrollment. Using the most current information you can find, complete the following two tables. (You may expand or revise the racial/ethnic categories in the tables to reflect the student racial/ethnic composition in your particular school.)

a. The number (No.) and percentage (%) of students, by racial/ethnic group and sex, that are enrolled in this school for the present academic year (19___) are as follows:

RACIAL/ETHNIC GROUP AND SEX	GRADE LEVEL 9		10		11		12		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Female Black										
Female White										
Female Other										
Male Black										
Male White										
Male Other										
TOTAL		100%		100%		100%		100%		100%

Information accurate as of _____.
(date)

b. The number (No.) and percentage (%) of students, by racial/ethnic group and sex, that are projected for the next academic year (19___) are as follows: (If this information is not easily projected or estimated by racial/ethnic and sex categories, simply provide totals.)

RACIAL/ETHNIC GROUP AND SEX	GRADE LEVEL 9		10		11		12		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Female Black										
Female White										
Female Other										
Male Black										
Male White										
Male Other										
TOTAL		100%		100%		100%		100%		100%

Information projected on: _____.
(date)

29. Dropouts. The number and percentage of students who dropped out (not transfers) from your school during the past three years are:

Year	Number	Percentage
19___		
19___		
19___		

Information accurate as of _____.
(date)

30. Course Offerings. Using other sheets if needed or attaching any information already prepared, list the course areas (English, mathematics, etc.) and types and levels of courses your school offers in each area.

Area	Type and Level of Courses

Information accurate as of _____.
(date)

31. Class Scheduling System. Describe the scheduling system used in this school (number, length, and types of time periods; length of school day, term, year). Attach a schedule if already prepared and appropriate.

Information accurate as of _____.
(date)

32. In-service Education. Describe the following, using this sheet and attaching any other you may need.

a. Describe all in-service education currently being conducted or planned in the area of career development. Include the names, positions, and amount and type of education received.

b. Describe the in-service educational requirements for faculty/staff of this school, including the amount of time required, the subject matter, and the means by which requirements are established.

Information accurate as of _____.
(date)

33. Determination of Course Content. List below the procedures for determining the content of courses or guidance services offered in this school. List also the names or positions of those who make decisions related to this activity.

a. Procedures:

1.

2.

3.

4.

5.

-

-

b. Names or Positions of Key Decision-makers:

1.

2.

3.

4.

5.

-

-

Information accurate as of _____.
(date)

Resource Accounting

34. People. Faculty/staff members of this school who are currently involved in career development activities.*

Name	Department	Title	CDU/Activity	Time Period	
				Day	Time

*For a listing of all faculty/staff, see item 4 in the CPSS Program Information File.

35. Equipment. Equipment used in the school to support career development activities.*

Type of Equipment	CDU/Activity	Time Period	
		Date	Time

*For a listing of all equipment see item 6 in the CPSS Program Information File.

36. Materials. Materials being used in the school to support career development activities.*

Type or Name of Materials	CDU/Activity	Time Period	
		Date	Hour

*For a listing of all materials in the school see item 5 in the CPSS Program Information File.

37. Space. Space in the school that is being used for career development activities.*

Identification of Space	CDU/Activity	Time Period	
		Date	Time

*For a listing of all rooms and the capacity of the rooms see item 7 in the CPSS Program Information File.

38. Funds. The amount of money being used to support career development activities.*

Type of Funds	Amount Used	CDU/Activity

*For a complete listing of all funds see item 8 in the CPSS Program Information File.

39. External Services. Services provided by agencies/organizations in the community in support of this school's career development activities.*

External Agency/Organization	Type of Service	CDU/Activity	Time Period	
			Date	Time

*For a listing of all external services available in the community see items 9 - 19 in the CPSS Program Information File.